DOCUMENT RESUME

ED 195 106 EC 131 339

AUTHOR Hoover, John J.
TITLE Behavioral Intervention and Remediation Program for Identifying and Evaluating Children Who Exhibit Emotional and/or Behavioral Problems: A Consultative Team Approach.
PUB DATE Aug 80
NOTE 35p.: Paper presented at a Topical Conference of The Council for Exceptional Children (Minneapolis, MN, August, 1980, Section Meeting 12).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Problems: Consultation Programs: Elementary Secondary Education: *Emotional Disturbances: *Handicap Identification: Interdisciplinary Approach: *Intervention: Prevention: Program Descriptions: Records (Forms): *Remedial Programs: *Teamwork
IDENTIFIERS Arizona

ABSTRACT

The author describes the Behavioral Intervention Program designed to serve children in the Gila County, Arizona public schools, who exhibit behavior and/or emotional problems. Section I outlines the program's philosophy, basic principles necessary to implement the program, program strengths and areas of concern, program procedures, and consultative team member responsibilities. Section II discusses the items directly related to the classification and placement of children in special education for the emotionally handicapped. It is explained that the program consists of four major components: (1) an intensive attempt at remediating behavioral/emotional problems on a counseling basis prior to classification and placement within special education: (2) early identification of children in the primary and intermediate grades to prevent possible emotional/behavioral problems from becoming serious enough to warrant special education: (3) a team approach providing ongoing consultation to the classroom teachers: and (4) Therapeutic Learning Resource Centers. Appended are sample forms. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195106

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEHAVIORAL INTERVENTION AND REMEDIATION PROGRAM FOR IDENTIFYING AND EVALUATING CHILDREN WHO EXHIBIT EMOTIONAL AND/OR BEHAVIORAL PROBLEMS: A CONSULTATIVE TEAM APPROACH

DEVELOPED BY:

JOHN J. HOOVER, M.A.E.D.

BEHAVIORAL SPECIALIST

SPRING, 1979

THIS PROGRAM WAS DESIGNED TO MEET THE NEEDS OF THE SCHOOL DISTRICTS OF GILA COUNTY, ARIZONA.

ED Conferene Paper

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John J. Hoover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC/3/339

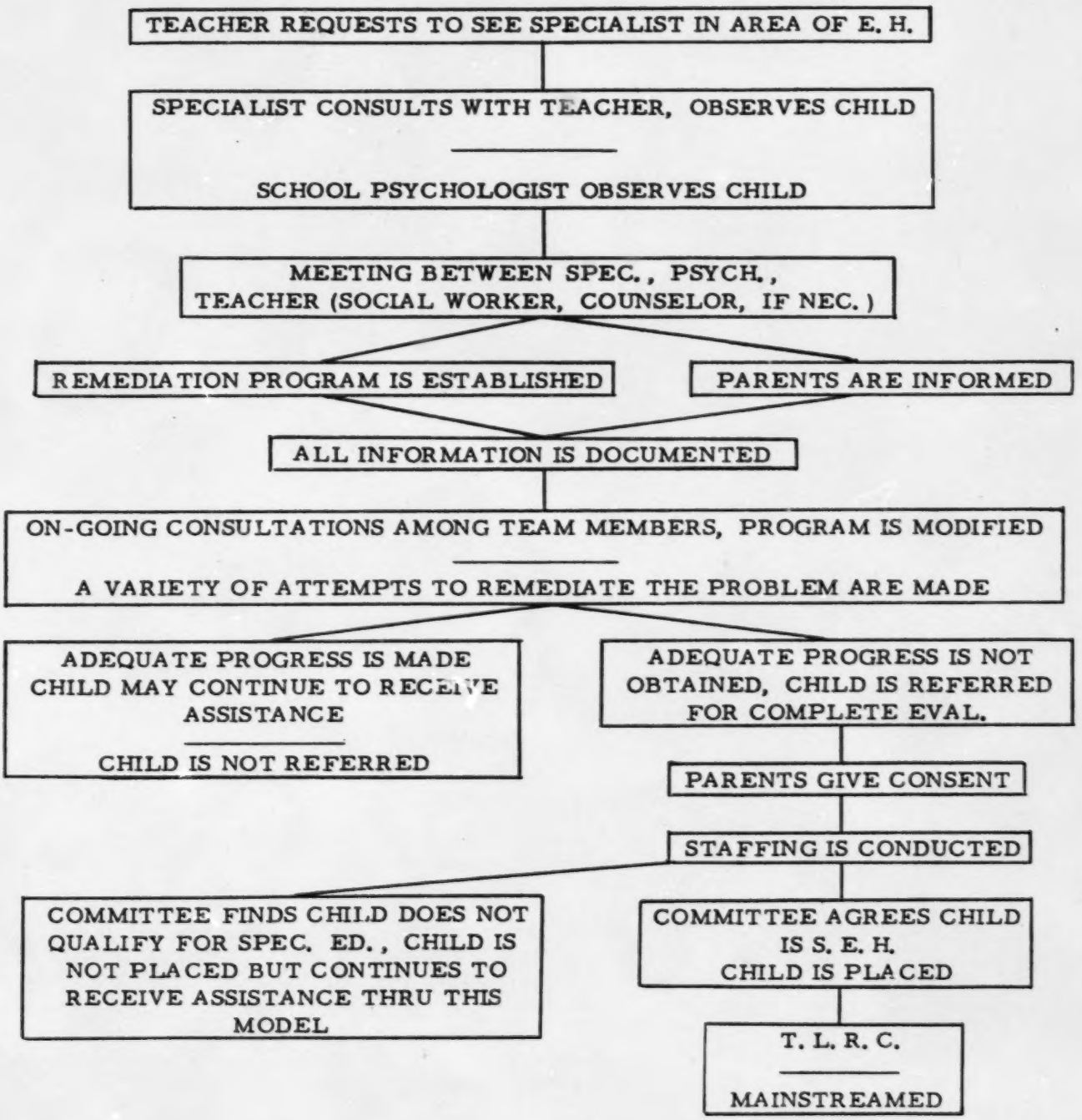
©

ACKNOWLEDGEMENTS

Assistance in the development and implementation of this program was provided by Ian M. Byrnes, Coordinator of Psychological and Social Services.

Perry Hill, Private Consultant, also provided assistance in the development of this program.

FLOW CHART


TEACHER REQUESTS TO SEE SPECIALIST IN AREA OF E. H.
SPECIALIST CONSULTS WITH TEACHER, OBSERVES CHILD
SCHOOL PSYCHOLOGIST OBSERVES CHILD
MEETING BETWEEN SPEC., PSYCH., TEACHER (SOCIAL WORKER, COUNSELOR, IF NEC.)
REMEDIATION PROGRAM IS ESTABLISHED
PARENTS ARE INFORMED
ALL INFORMATION IS DOCUMENTED
ON-GOING CONSULTATIONS AMONG TEAM MEMBERS, PROGRAM IS MODIFIED
A VARIETY OF ATTEMPTS TO REMEDIATE THE PROBLEM ARE MADE
ADEQUATE PROGRESS IS MADE CHILD MAY CONTINUE TO RECEIVE ASSISTANCE
CHILD IS NOT REFERRED
ADEQUATE PROGRESS IS NOT OBTAINED, CHILD IS REFERRED FOR COMPLETE EVAL.
PARENTS GIVE CONSENT
STAFFING IS CONDUCTED
COMMITTEE FINDS CHILD DOES NOT QUALIFY FOR SPEC. ED., CHILD IS NOT PLACED BUT CONTINUES TO RECEIVE ASSISTANCE THRU THIS MODEL
COMMITTEE AGREES CHILD IS S. E. H.
CHILD IS PLACED
T. L. R. C.
MAINSTREAMED

JOHN J. HOOVER

PROGRAM PROPOSAL

The Behavioral Intervention and Remediation Program is a program designed to serve children in a public school setting, who exhibit behavioral and/or emotional problems. This program, which was adopted in January of 1979 serves the needs of Gila County, Arizona, which is a large rural county having various small, some remote school districts with a low incidence of seriously emotionally handicapped children.

Our program consists of three major components. They are: 1) Remediation attempts within the regular classroom prior to evaluation for special education; 2) Guidelines for evaluation, classification and placement of an emotionally handicapped child; and, 3) specific special education classrooms designed to serve children who have emotional and/or behavioral problems.

The remediation component of this program is accomplished by a variety of attempts to deal with a child's specific problems(s) within the original classroom setting in which the problem(s) was first identified. At this stage, a child is not referred for evaluation, rather the child's teacher requests supportive assistance in dealing with particular behavior(s). Under the structure of our cooperative, the school psychologist or counselor will screen these requests and refer those which appear to be serious to the behavioral specialist.

Once the behavioral specialist receives a request, various preliminary steps are undertaken by him (i.e. observing the child, talking to the child and his/her teacher(s), and reviewing a checklist completed by all the child's teachers. When this information is gathered, attempts to remediate the child's specific problems are made. Input into, and support assistance concerning these attempts, is provided by, but is not limited to the behavioral specialist, the classroom teacher(s), the school psychologist and counselor. Supportive assistance is given to both the child and his teacher(s). All efforts to remediate a child's problem(s) are documented and the child's parents are kept informed of the progress by his/her teacher. All remediation efforts are coordinated by the behavioral specialist.

Throughout the remediation attempts the child's progress is closely monitored and documented. If sufficient progress has not been attained after various attempts have been tried, the child is referred for a complete evaluation. The referral and evaluation procedures are completed within the guidelines of state and federal laws and within the procedures outlined within this program.

A multi-disciplinary team decides if the child qualifies for special education as an emotionally handicapped child, using the results of the complete evaluation, checklists and rating scales, and the summary of attempts to remediate the child's problem(s). If the child is placed, the complete evaluation and the remediation attempts will help to best determine that child's individual educational plan within the least restrictive environment. If the child does not qualify for special education the information obtained is used to provide further assistance in attempting to help a child deal with his/her needs within the regular class setting.

The therapeutic learning resource centers were designed to meet the needs of children with emotional and/or behavioral problems, who require a special educational setting. These resource centers serve children classified under the special education categories of EH, LD, and EMH. The children placed in these centers have both academic as well as behavioral or emotional problems. The teachers of these classrooms are certified in the area of emotionally handicapped and work with children in the areas of academics, self-concept, peer and teacher relationships, appropriate behavior skills, self-control, and other related areas specific to the child's handicap. All children placed as emotionally handicapped receive on going counseling.

Our presentation will include the strengths, weaknesses, advantages, and disadvantages of this program since its inception. Questions will be invited throughout and after the presentation of the program.

INTRODUCTION

Gila County consists of a number of relatively small, remote school districts, each possessing their own unique educational characteristics and needs. In an attempt to meet the individual needs of special education children within member districts, Gila County Special Services Cooperative was created. The cooperative provides its member districts with a variety of educational programs and specialists. This Behavioral Intervention and Remediation Program designed for the identification and evaluation of children who exhibit behavior and/or emotional problems is one program provided by Gila County Special Services. The low incidence of children with severe emotional/behavioral problems necessitated the formulation of a consultation approach in dealing with these children.

The Behavioral Intervention Program consists of four major components. They are: (1) an intensive attempt at remediating behavioral/emotional problems, both within the classroom setting and outside the classroom on a counseling basis, prior to classification and placement within special education; (2) the early identification of children in the primary and intermediate grades, to prevent possible emotional/behavioral problems from becoming serious enough to warrant special education; (3) a team approach providing on-going consultation to the classroom teachers of children who exhibit emotional and/or behavioral problems. The consultation team consists of, but is not limited to, the school phychologist, the classroom teacher and the behavioral specialist; and, (4) Therapeutic Learning Resource Centers which are resource rooms specifically designed to meet the unique needs of children who exhibit behavioral and/or emotional handicaps.

This author believes that the consultative approach best serves Gila County because: (1) it helps to provide maximum services to children, within the county, who exhibit behavioral and/or emotional handicaps ranging from mild to severe; and, (2) the belief that the child's classroom teacher(s) is the primary change agent in helping a particular child who has emotional and/or behavioral problems, with supportive assistance provided by special services personnel.

The program outlined is divided into two sections. Section I describes the components directly related to the procedures necessary to implement the remediation and prevention program, while section II discusses the items directly related to the classification and placement of children in special education for the emotionally handicapped.

TABLE OF CONTENTS

SECTION I

IMPLEMENTING THE REMEDIATION PROGRAM

Program Philosophy 2

Basic Principles Necessary to Implement Program 3

Strengths and Areas of Concern 4

Program Procedures 5

Consultative Team Member Responsibilities 7

SECTION II

EVALUATION, CLASSIFICATION AND PLACEMENT
OF AN EMOTIONALLY HANDICAPPED CHILD

Definition of Seriously Emotionally Handicapped 10

Common Behaviors Exhibited by Children with
Emotional or Behavioral Problems 11

Criteria for Diagnosis 12

Checklist for Complete Evaluation 13

Placement Statement 14

Therapeutic Learning Resource Centers 15

Description of Specific Forms 16

SAMPLE FORMS

Multi-Purpose Documentation Forms 17

Daily Documentation Form 18

Student Observation Checklist 19

Observation Report 23

Current Classroom Functioning 24

Applicant Evaluation Questionaire 25

SECTION I

IMPLEMENTING THE REMEDIATION

AND PREVENTION PROGRAM

PROGRAM PHILOSOPHY

1. The child's regular classroom teacher is and will continue to be the most important person in the child's total educational program.

2. The child will remain in his regular classroom setting as much as possible, being removed only for those times as dictated by his/her particular and individual needs.

3. The specialist, resource room teachers, and other supportive personnel are to be consultants to the regular classroom teacher, providing management skills, materials, and other supportive assistance as determined necessary to meet a child's needs.

4. That consistency and carry over exist between the resource room and the child's regular classroom, if the child is placed in a resource setting.

5. The specialist, resource teacher or psychologist, and regular classroom teacher work as a team in helping to remediate a child's emotional, social, academic, or behavioral needs.

6. The regular classroom teachers will continue to increase their knowledge in helping exceptional children within their classrooms, thus the amount of referrals and special education placement may be reduced.

7. The parents of these children will be constantly informed and advised concerning the attempts to remediate their child's particular needs.

8. If special education placement is found necessary, this model will help to provide, those involved with the child's education, the best understanding of that child's special needs, strengths and weaknesses.

9. In establishing a remediation program, the child's best interests are considered the central focus and primary goal.

BASIC PRINCIPLES NECESSARY TO IMPLEMENT PROGRAM

1. The regular classroom teacher is willing to accept supportive assistance and is willing to work with exceptional children within their classrooms.

2. That constant communication exist between the specialist, regular class teacher, the resource teacher or psychologist, the building principal, and the parents.

3. The regular class teacher be willing to learn and attempt new and various classroom management techniques to best meet exceptional children's needs.

4. The resource teachers be willing to learn and share with other teachers new and various types of materials and classroom management techniques.

5. That the specialist has the ability to provide the leadership necessary to organize and implement a consultative team approach in helping exceptional children.

6. That each person within the team be given the necessary responsibility and authority to best carry out their duties as outlined.

7. That the behavioral specialist, the psychologist, and other specialist provide in-service training to regular and resource teachers in the areas of (1) classroom management, (2) materials, (3) behavior modification, (4) communication skills.

Strengths

1. Direct compliance with P.L. 94-142.ie. mainstreaming and least restrictive environment.

2. New skills learned by teachers will help benefit all children they serve.

3. This model is a preventative approach in that attempts are made to prevent a problem from becoming serious enough to warrant special education placement.

4. Because the specialist is itinerant, serving various districts and a number of schools, a consultative approach appears to be the most economical and effective method for extending that specialist expertise and knowledge.

5. The consultative model utilizes already existing resources, thus little or no new full time resources or services will be needed, except where expansion of this model is attempted.

6. Through the procedures within this program, attempts to help a child begin immediately.

7. All information gained through the remediation attempts will be used to best plan a program for that child's special needs.

8. This program is child oriented, thus the best interests of the child are always being considered.

Areas of Concern

1. Because this is a team approach, communication channels must always be open.

2. At first, much responsibility is placed upon the resource teacher and the regular classroom teacher to try and learn new skills and techniques.

PROGRAM PROCEDURES

1. All requests for consultation are to be screened by the psychologist.

2. If the request is for a serious behavior problem, refer it to the behavioral specialist.

3. The specialist will consult with the person making the request and the child will be observed at least twice.

4. A committee will meet to discuss further action to be taken, based upon observations, report of the classroom teacher, and any other pertinent information available at this time.

5. The committee team will consist of, but is not limited to, the specialist, the regular classroom teacher, and either a resource teacher or the school psychologist.

5.5. Other personnel will be involved as determined necessary by the committee, such as the social worker, school counselor, etc.

6. Collectively the team will discuss and agree upon the specific area(s) of difficulty and establish a program attempting to remediate the problem(s) within the regular classroom.

7. Parents will be informed and advised of all attempts to remediate their child's problem within the regular classroom.

8. Documentation of all pertinent behaviors, information and meetings, as they relate to the child, will be carried out by all personnel involved with the child, beginning with the first committee meeting.

9. Consultation or meetings between the team members will be carried out as necessary and on a continuous basis.

10. A variety of attempts to remediate the child's particular problem(s) will be made. Included within these remediation attempts may be the direct use of the therapeutic learning resource centers. Parent permission will be obtained prior to this action.

10.5. If no progress has been made, or if it is determined by the team that the child needs the resource room setting on a regular basis, official referral procedures for special education will begin.

11. At this time specific areas, needing further assessment, will be determined and implemented. The child's remediation program will continue to be modified and attempted.

12. Parents will be notified and give their consent prior to beginning official evaluation procedures.

13. A staffing meeting will be scheduled within 60 days of parent consent for evaluation. At this meeting eligibility for special education placement will be considered, based upon the results of the evaluation, the remediation attempts, and the documentation.

14. If the staffing committee agrees that the child is seriously emotionally handicapped, that child will be placed in an appropriate setting, situated to best meet his/her individual needs and mainstreamed as much as possible in the least restrictive environment.

15. If the committee finds that the child does have an emotional handicap, but not a serious emotional handicap, that child will not be placed in special education as a seriously emotionally handicapped child, but will continue to receive assistance through this consultative model.

16. All children placed in special education, for the emotionally handicapped, will have an individual educational program established for them. This program will be established by the specialist with the assistance of those directly involved with the staffing and evaluation. Included within this program will be specific and measurable criteria for mainstreaming and for termination from the program.

17. Parent consent will be obtained for numbers 14, 15, or 16.

CONSULTATIVE TEAM MEMBER RESPONSIBILITIES

1. RESOURCE TEACHER:

A. Be responsible for carrying out their part of a remediation program.

B. Be a resource to regular classroom teachers concerning management techniques and materials.

C. Familiarize self with a variety of: (1) classroom management techniques, (2) materials, (3) communication skills (support provided by the behavioral specialist, school psychologists and other education specialists in the form of in-service training and suggestions concerning college classes).

2. REGULAR CLASSROOM TEACHER:

A. Be responsible for carrying out their part of a remediation program.

B. Be responsible for keeping parents informed as to progress concerning their child.

C. Familiarize self with a variety of: (1) classroom management techniques, (2) materials, (3) communication skills (support provided by the behavioral specialist, school psychologists, resource teachers and other education specialists in the form of in-service training and suggestions concerning college classes).

3. PSYCHOLOGIST:

A. Screen "Request For Consultation" forms.

B. Act as a consultant to the behavioral specialist in establishing a remediation program for children with emotional or behavioral problems.

C. Be actively involved in determining a child's specific needs.

D. Will conduct and/or provide in-service training concerning: (1) classroom management, (2) communication skills, (3) behavior modification skills.

4. BEHAVIORAL SPECIALIST:

A. Will be responsible for and actively involved in programing and evaluating children referred for emotional or behavioral problems.

B. Will coordinate all efforts necessary for establishing and implementing a remediation or prevention program for children who exhibit emotional and/or behavioral problems.

C. Will head specific remediation and prevention programs established by the consultative team.

D. Is responsible to assist the resource and regular class teachers in planning and implementing classroom management techniques.

E. Will provide feedback to principals concerning progress of remediation programs and classroom management techniques attempted within their building.

F. Will provide support in writing Individual Educational Plans for children, placed in special education, who exhibit emotional and/or behavioral problems.

G. Will conduct and/or provide in-service training concerning: (1) classroom management, (2) communication skills, (3) behavior modification, (4) methods and materials, (5) characteristics of children with emotional or behavioral problems.

5. OTHER SPECIALISTS:

A. Provide supportive assistance to children, as a member of the consultative team, as their expertise is required.

B. Provide supportive assistance to resource and regular class teachers concerning their area of expertise.

SECTION II

EVALUATION, CLASSIFICATION, AND PLACEMENT OF AN EMOTIONALLY HANDICAPPED CHILD

DEFINITION OF SERIOUSLY EMOTIONALLY HANDICAPPED*

"Seriously Emotionally Handicapped" means a child who because of serious social or behavioral problems is unable or incapable of meeting the demands of regular classroom programs in the public schools and in the opinion of diagnostic and instructional personnel the child requires special classes or special services designed to promote his/her educational and emotional growth and development.

A child must exhibit these social or behavioral characteristics over a long period of time and to a marked degree.

This child's inability to learn is such that it cannot be explained by intellectual, sensory or health factors.

Definition of specific terms used:

1. Seriously - Means a child will exhibit a number of inter-related behaviors that make up his/her problem, and that this child will have little or no capabilities to deal with these problems.

2. Marked Degree - Means a child exhibits these problems: (a) either much more often or less frequent than other children, (b) that these behaviors are greater or lesser in magnitude than those of other children, and (c) that these behaviors occur in different social situations.

3. Long Period of Time - Means that a child's problems are and have been continuing problems and are not specific or isolated instances needing only brief periods of intervention.

* Based on current state and federal laws.

COMMON BEHAVIORS EXHIBITED BY CHILDREN WITH EMOTIONAL OR BEHAVIORAL PROBLEMS*

1. Aggressive Behavior

- talks out in class
- does not follow class rules
- exhibits out of seat behavior
- classroom disruptions
- talks back to teacher
- constantly test class rules
- refuses to cooperate
- unable to control anger
- fights or harasses others
- use of profanity
- interrupts others
- temper tantrums
- impulsive behavior

2. Withdrawn Behavior

- not responding when spoken to
- chewing on objects
- fails to talk even though has the skill to talk
- rocking or self-stimulating behavior
- attending more to animals or toys than to people
- prefers to always be alone

3. Defensive Behavior

- unwilling to accept assignments
- losing belongings (ie. paper, pencils, etc.)
- exhibits an I don't care attitude
- lack of responsibility
- wastes time
- becomes ill at specific times in a day
- wets pants to avoid something in classroom or school
- cries
- arrives late to class or school
- cheating
- excessive daydreaming
- lying
- blames others for his/her actions
- difficulty in changing activities

4. Disorganized Behavior

- confused in terms of time and place
- poor living skills
- extreme social withdrawal
- appears "out of touch with reality"
- extremely poor interpersonal relationships

*References:
(1) Haring, Norris. Behavior of Exceptional Children, Chapter 6, Columbus, Ohio.1978.
(2) Reinert, Henry R. Children In Conflict, Chapter 9, St. Louis, 1976.

CRITERIA FOR DIAGNOSIS

Guidelines for the diagnosis of an emotionally handicapped child:

1. That because of serious social/emotional or behavioral problems, the child is unable or incapable of meeting regular classroom demands without the use of special classes.

2. That this inability to meet regular classroom demands is not due to intellectual, sensory or health factors.

3. That this child has a number of inter-related problems.

4. That this child has little or no capabilities to deal with these problems.

5. That these problems occur either much more often or less frequent than that expected of other children.

6. That these behaviors are greater or lesser in magnitude than that of other children.

7. That these behaviors occur in different social situations.

8. That the child's problems are and have been continuing problems.

9. That these problems are not specific or isolated instances.

10. That more than brief periods of intervention are necessary to remediate this child's particular problems.

11. Confirmation from a state certified school psychologist and/or psychiatrist that the child does have a serious emotional handicap.

CHECKLIST FOR COMPLETE EVALUATION

_____Comprehensive psychological and/or psychiatric evaluation

_____Achievement test

_____Classroom observations (3)*

_____Student observation checklist

_____Self-rating scales (2)*

_____Summary of home visit and/or parent interview

_____Summary of documentation forms, previous school history, and report of attempts to remediate problem within original setting

_____Summary statement of eligibility for special education as a child with an emotional hendicap, based upon the current state and federal definition

*Minimum

PLACEMENT IN SPECIAL EDUCATION FOR THE EMOTIONAL HANDICAPPED

A child will be placed in special education for the emotionally handicapped in complete compliance with federal and state guidelines, and in compliance with the adopted county and district program for placement as a child with an emotional handicap.

Placement in special education will include, but is not limited to, completion of the following:

1. Checklist for evaluation.
2. All documentation procedures.
3. The remediation attempts by all personnel responsible for its establishment and implementation.
4. Meets all criteria for diagnosis.

A child classified as emotionally handicapped will be placed in a setting that is designed to best meet his/her special needs and will be mainstreamed into the regular flow of education as much as possible. Placement may include a regular classroom, a regular resource room, a therapeautic learning resource center, or an outside agency or institution.

THERAPEUTIC LEARNING RESOURCE CENTERS

Therapeutic Learning Resource Centers are resource rooms designed to help remediate behavior problems of regular class children, and to serve special education children whose emotional/behavioral handicaps are too severe to be effectively remediated within the other resource settings within the school district.

These centers which are structured specifically to help ensure that each child receives an optimum amount of individual assistance, are limited to 10-12 students. The teachers for these classes will be state certified special education teachers holding an endorsement in the area of emotionally handicapped.

A variety of techniques and interventions will be utilized to help each child acquire the necessary skills needed to adequately progress in a regular class setting. The Therapeutic Learning Resource Centers will attempt to enhance appropriate behavior skills, positive self-concept skills, self-control abilities, meaningful peer and teacher relationships, academic deficits, and other related areas specific to the child's handicap.

Placement within this program will be determined by a multi-disciplinary team using the procedures outlined in the Behavioral Intervention and Remediation Program for identifying and evaluating children who exhibit behavioral and/or emotional problems. All children placed within this program will be mainstreamed as much as possible and at such times as they meet the objectives outlined in their Individual Education Plan. Therapeutic Learning Resource Centers will be established within the county school districts as this particular need arises.

USE OF SPECIFIC FORMS

The following forms, rating scales, and checklists will be used by Gila County Special Services in order to best determine a child's strengths and weaknesses, and to document all information pertaining to a particular child in relation to his/her specific education needs.

Districts, schools within each district, and professionals may substitute these forms with already existing forms, providing they achieve the same information and goals as outlined.

1. Multi-Purpose Documentation Form: This form will be used to document all meetings, attempted programs, disciplinary actions, and parent contacts beginning with the initial committee meeting. One copy will be sent to the child's parents, one will be sent to Special Services, one will be kept by the classroom teacher or within the school building upon request.

2. Daily Documentation Form: This form will be used for all on-going documentation of a child's academic and behavioral progress with the classroom. Specific items to be documented will be determined after the initial request for consultation, and will be completed by teachers involved with the child after the first committee meeting.

3. Student Observation Checklist: This checklist will be completed by all the child's teachers, after the initial request for consultation.

4. Student Rating Scale: This scale is to be completed by the psychologist, the specialist, and other personnel as determined necessary by the committee.

5. Parent Rating Scale: This scale will be completed by the parents with the assistance of the social worker.

6. Other: To provide a child the legal right of a complete and comprehensive evaluation, other forms of evaluation will be utilized as particular situations dictate.

GILA COUNTY SPECIAL SERVICES
MULTI-PURPOSE DOCUMENTATION FORM

PURPOSE_____ DATE_____

STUDENT_____ BIRTHDATE_____

PARENTS NAME_____

ADDRESS_____ GRADE_____

DISTRICT_____ TEACHER_____ SCHOOL_____

PERSON COMPLETING FORM_____

METHOD OF CONTACT_____

SITUATION:_____

_____

_____

_____

_____

_____

ACTION TAKEN:_____

_____

_____

_____

_____

_____

Signatures of persons present:

_____ _____

_____ _____

_____ _____

If there are any questions concerning this communication, call the person who completed this form.

THIS FORM DOES NOT BECOME A PERMANENT RECORD

DAILY DOCUMENTATION FORM

STUDENT'S NAME_____

TEACHER_____

PERSON COMPLETING FORM_____

DATE	ACADEMIC	BEHAVIORAL

STUDENT OBSERVATION CHECK LIST

Student's Name_____ Teacher's Name_____

School_____ Grade_____

Date Completed_____ Age_____

How Long Have You Known Student_____

Please rate the child by placing a check mark in the column which best describes the frequency of behavior displayed by the the child. In addition a space is provided under each item for comments. Explanation must be given for all items rated #1 or 5.

	0 Did Not Observe/N.A.	1 Never	2 Rarely	3 Occasionally	4 Frequently	5 Very Frequently
ACADEMIC BEHAVIOR						
1. Starts task assigned with little or no reminding						
2. Stays on task 75-100% of time with little attention/reinforcement						
3. Constantly ask teacher or peer for help with task assigned						
4. Refuses to complete assigned tasks						
5. Reviews or checks own work before handing it in						
6. Copies from others						
7. Has difficulty changing activities						
TOTAL CHECK MARKS						
SELF-CONFIDENT BEHAVIOR						
8. Participates in class activities when required to do so						
9. Asks questions and volunteers information						
10. Initiates contact with teachers						
11. Talks positively about self and/or accomplishments						
12. Initiates contact with peers						

	0 Did Not Observe/N.A.	1 Never	2 Rarely	3 Occasionally	4 Frequently	5 Very Frequently
13. Harassed by peers						
14. Quick changes in mood						
15. Excessive daydreaming						
16. Remains calm when asked questions and attempts answers						
17. Shows neatness in school work						
TOTAL CHECK MARKS						
INATTENTIVE BEHAVIOR						
18. Starts working before instructions have been completed						
19. Begins activity before fully understanding it						
20. Interrupts others						
21. Quickly loses attention when teacher attempts explanation of task						
22. Works rapidly making careless mistakes						
23. Unable to stay seated for extended periods of time						
24. Makes inappropriate or irrelevant comments						
25. Quickly loses attention when working independently						
TOTAL CHECK MARKS						

	0 Did Not Observe/N.A.	1 Never	2 Rarely	3 Occasionally	4 Frequently	5 Very Frequently
APPROPRIATE BEHAVIORS						
26. Follows directions/performs activities given by authority						
27. Works to comply with peer suggestions or request						
28. Makes own decisions about activities with adult supervision						
29. Follows previously defined rules and regulations						
30. Accepts responsibility						
31. Sacrifices immediate satisfaction on promise of a later privilege						
32. Seems orderly and is able to plan by organization of time						
33. Plays in group activities by following rules						
34. Is able to work independently						
TOTAL CHECK MARKS						
INAPPROPRIATE BEHAVIOR						
35. Fails to obey rules or follow directions						
36. Makes disparaging remarks such as "I don't have to," or "you can't make me."						
37. Physically abuses peers(e.g.-hits,kicks,pokes, etc.)						
38. Verbally abuses peers or teacher						
39. Talks loudly and disruptively in the classroom						
40. Throws objects, destroys or defaces property						
TOTAL CHECK MARKS						

	0 Did Not Observe/N.A.	1 Never	2 Rarely	3 Occasionally	4 Frequently	5 Very Frequently
41. Has temper tantrums (e.g.-screams,kicks,cries)						
42. Consistently isolates self from others						
43. Displays passive non-compliance to authority (e.g.-does not respond to teacher request or directions)						
44. Uses profanity						
45. Blames others for his/her actions						
46. Constantly test classroom rules and guidelines						
47. Unrational talking						
48. Fails to talk						
49. Is unable to control anger						
50. Lying						
TOTAL CHECK MARKS						

OBSERVATION REPORT

NAME OF STUDENT:

NAME OF TEACHER:

NAME OF OBSERVER:

NAME OF SCHOOL:

DATE OF OBSERVATION:

OBSERVATION TIME START_____

FINISH_____

SUBJECT AREAS:

GRADE:_____ ROOM #_____

ACADEMIC OBSERVATIONS

BEHAVIORAL OBSERVATIONS

(This form does not become a permanent record)

NAME OF STUDENT_____

NAME OF TEACHER_____

DATE_____

CURRENT CLASSROOM FUNCTIONING

	SUBJECT	TEXT	ABILITY(poor, fair, good)*	TIME
1.				
2.				
3.				
4.				
5.				

*Specific Comments

APPLICANT EVALUATION QUESTIONNAIRE

NAME_____ DATE_____

1. What type of classroom management would you use for:
   (a) children who exhibit withdrawn behavior?_____

_____

_____

   (b) verbally abusive or aggressive children?_____

_____

_____

   (c) acting-out children?_____

_____

_____

2. You have a two hour block of time in the morning for three subjects - reading, math, and science. The child, in a class of ten students, has a very short attention span and is termed "hyper-active". How would you schedule this child's time, and what kinds of activities would you use? Be specific.

_____

_____

3. How would you set up your daily class schedule and physical arrangement of your room?_____

_____

_____

4. How would you incorporate a child's individual academic, behavioral and social needs into his/her daily learning?_____

_____

_____

5. What are some routines and limits within your classroom?_____

_____

_____

6. Do children have opportunities to make choices within your classroom? If so, how is this done and within what areas of the child's curriculum?

_____

_____

7. How do you know or determine what to expect or not expect of children in your class?_____

_____

_____

8. What form of record keeping do you do so you are constantly familiar with your students progress and needs?_____

_____

_____

9. How do your students know that they are making progress?_____

_____

_____

_____

10. When you select materials, what do you look for within them and how do you determine one specific material over another?_____

_____

_____

_____

11. What is your primary emphasis in working with elementary, junior high and high school children who have behavioral or emotional problems?_____

_____

_____

_____

REFERENCES

1. Haring, Norris G. — Behavior of Exceptional Children. Chapter 6, Columbus, Ohio: Charles E. Merrill, 1978.

2. Kauffman, James M. — Characteristics of Children's Behavior Disorders. Columbus, Ohio: Charles E. Merrill, 1977.

3. Reinert, Henry R. — Children in Conflict. St. Louis: C.U. Mosby Company, 1976.